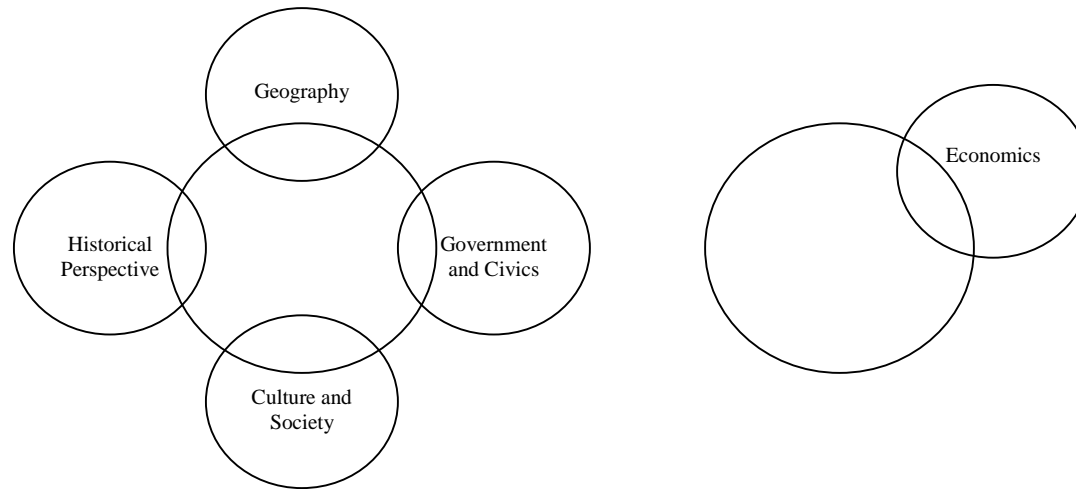


Primary Social Studies Curriculum

Description

Primary social studies will focus on five required domains including historical perspective, economics, culture and society, government and civics, and geography. These strands are intended to interact with other subjects in an integrated manner, thus helping the students develop broad concepts of social studies. This course of study maintains the style of learning reflected in the developmental nature of children.



Course Questions

Our primary goal is to provide a comprehensive integrated social studies program intended to be completed during the primary school experience. To achieve this, the following course questions were designed to be considered through integration with other subject areas.

- How do past events effect current situations?
- What are the fundamental economic concepts?
- How do fundamental economic concepts effect me?
- What is culture?
- How does cultural diversity influence viewpoints, social rules and social institutions?
- What are the characteristics of democracy including its fundamental principles, structure and role of citizens?
- How do you use and read maps, charts and globes?
- What are physical characteristics of places and regions?
- How do physical characteristics effect the population?

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
1. What is culture? 2. How does cultural diversity influence viewpoints, social rules, and social institutions.	<i>Program of Studies:</i> <ul style="list-style-type: none"> Recognize language, music, art, dress, food, literature, and folktales as elements of culture. Understand that diverse groups celebrate heritage and culture in a variety of ways. Recognize the roles individuals have in various groups. Understand how human needs are met through social groups and institutions. Examine concepts of stereotyping, prejudice, and discrimination. 	<i>Core Content:</i> <ul style="list-style-type: none"> Elements of culture (e.g., language, music, art, dress, food, stories, folktales) help define culture, may be shared among various groups, serve to define specific groups and may result in unique perspectives. <ul style="list-style-type: none"> K-Develop awareness of the culture of immediate surroundings including self, family, and classroom 1-Develop awareness of culture beyond the classroom 2-Further develop awareness of culture through exposure to elements of culture 3-Identify elements of culture and how they define specific groups. All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. <ul style="list-style-type: none"> K-Develop awareness of a variety of holidays. 1-Develop awareness that holidays come from different cultures. 2-Exposure to the history of holidays. 	<i>Students will:</i> K-3 <ul style="list-style-type: none"> Learn information about “Holidays Around the World” Use news magazines that cover current events (e.g., <i>Scholastic News</i>, <i>Time for Kids</i>, etc.) Use read-alouds, language arts, and informal discussions to discuss the elements of culture <i>Students will:</i> K-3 <ul style="list-style-type: none"> Learn origins of holidays as they arise throughout the year.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>3-Identify the significance of holidays</p> <ul style="list-style-type: none"> Various human needs are met through interaction in and among social groups (e.g., family, schools, teams, and clubs). <ul style="list-style-type: none"> K-Develop an awareness that human needs are met through self and family. 1-Develop awareness that human needs are met through family and classroom. 2-Develop awareness that human needs are met through classroom and school. 3-Develop an awareness that human needs are met through school and community. As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur. <ul style="list-style-type: none"> K-Develop awareness that differences can cause conflicts within a family and a classroom. 1-Develop awareness that differences can 	<p>Students will: K-3</p> <ul style="list-style-type: none"> Participate in cooperative groups Understand classroom jobs and be able to define their purpose in the classroom and school Use manners and respect for others <p>Students will: K-3</p> <ul style="list-style-type: none"> Learn from the book <i>Teaching Students to Get Along: Reducing conflict and increasing cooperation in K-6 classrooms</i> by Lee Canter and Katia Peterson. Discuss prejudices during Martin Luther Day activities.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>cause conflicts within classrooms and small groups.</p> <p>2-Reinforce that differences can cause conflicts within and between groups and differences between groups can cause prejudice.</p> <p>3-Reinforce that differences can cause conflicts within and between groups and differences between groups can cause prejudice and stereotypes.</p> <ul style="list-style-type: none"> Compromise and cooperation are tools for social interaction <p>K-Listens and speaks respectfully to others.</p> <p>1-Listens and speaks respectfully to others; exhibits tolerance and respect for individual differences (culture, gender, ethnic, mental and physical, etc.); shows ability to compromise and cooperate with adults and peers</p> <p>2-Begins to distinguish between appropriate and</p>	<p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Role-play to practice listening skills. <p>K-3</p> <ul style="list-style-type: none"> Play “Following Directions” activities. Play listening games such as the “Telephone Game.” Role-play solutions to problems that show up during group work, lunch, specials, etc. Make giant peace banners using the cooperation of all students.

Course/Grade: **Primary K-3** Unit: **Culture and Society**

Suggested Length: **N/A**

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>inappropriate social behavior; begins to cooperate with other members of a group to make decisions and to achieve goals; practices appropriate interpersonal skills (listening, compromise, cooperation); begins to use appropriate means of conflict resolution and explores conflict resolution strategies.</p> <p>3-Distinguishes between appropriate and inappropriate social behavior; cooperates with other members of a group to make decisions and to achieve goals; applies appropriate interpersonal skills; understands appropriate means of conflict resolution and explores conflict resolution strategies.</p> <p>K-Family and Community 1-Colonial America 2-African American 3-Native America</p>	<p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Read news magazines and watch <i>National Geographic</i> videos

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
1. How do the fundamental economic concepts affect me?	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange, goods and services, supply and demand, scarcity, and opportunity cost). Recognize different roles of family, workers, banks, and businesses in economic systems. Understand that consumer wants influence the production and consumption of goods and services. Recognize skills used in the decision-making process in order to make informed economic decisions. Explore the world of work and recognize relationships among work, wages, purchasing power, and lifestyle. 	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> Scarcity requires people to make choices about using goods, services, and limited resources. <ul style="list-style-type: none"> K-Develop awareness that people make choices about goods and services. 1-Develop an understanding about making choices of goods and services based upon availability. 2-Begin to develop an understanding of the influence of scarcity on making choices about goods and services. 3-Further develops an understanding of the influence of scarcity on making choices about goods and services. Consumers use goods and services to satisfy economic wants and needs. <ul style="list-style-type: none"> K-Identify wants and needs. 1-Distinguish the difference between wants and needs. 2-Begins to realize that goods and services satisfy wants and needs. 3-Understands that goods and services satisfy wants 	<p><i>Students will:</i></p> <p>Participate in the Junior Achievement Program throughout this entire content strand.</p> <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Use token economy system. Use current trends to illustrate how society is driven by what they can't easily obtain. (e.g., Pokémon, Beanie Babies, etc.) <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Use informal discussion as it relates to every day life. Participate in a food and clothing drive and adopt a family during the Seasonal Holidays.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>and needs.</p> <ul style="list-style-type: none"> Every time a choice is made, an opportunity cost is incurred. (Opportunity cost refers to what is given up when an economic choice is made.) <ul style="list-style-type: none"> K-Develops awareness that when you make a choice you give up what is not chosen. 1-Develops awareness that when you make a choice you give up what is not chosen. 2-Develops awareness that opportunity cost refers to what is given up when a choice is made. 3-Defines opportunity cost. Economic systems can be large or small (e.g., U.S. economy, individuals and households), and the U.S. economic system has financial institutions (e.g., banks). <ul style="list-style-type: none"> K-Understands how people get money. 1-Continues to understand where money comes from 2-Begins to understand that a household is an economic system. 3-Further understands that 	<p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Use token economy system. Experience opportunity cost during daily choice making activities. Learn to choose between options. (e.g., selecting lunch items, etc.) <p><i>Students will:</i></p> <p>K-1</p> <ul style="list-style-type: none"> Participate in a token economy where students are paid for their jobs. <p>2-3</p> <ul style="list-style-type: none"> Discuss current events and daily events. Understand why their parents work. Interview their parents as to how they make economic decisions.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>a household is an economic system.</p> <ul style="list-style-type: none"> A market exists whenever buyers and sellers exchange goods and services. Prices and availability of goods and services are determined by supply and demand. <ul style="list-style-type: none"> K-Differentiate between buyers and sellers. 1-Differentiate between goods and services. 2-Begin to understand the meaning of supply and demand. 3-Apply how supply and demand determine the prices and availability in a market. The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange. <ul style="list-style-type: none"> K-Understands the concept of trading. 1-Understands that money is a means of trading. 2-Understands the concept of bartering. 3-Understands that money has replaced barter as a more efficient system for exchange. 	<p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Have an opportunity to be both the buyer and the seller in a mock grocery store <p>1-3</p> <ul style="list-style-type: none"> Discuss current events and daily events and discuss interesting fads. Understand that products are made because so many people want them, and that not many are produced once the fad is over. <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Study bartering as it applies to individual cultures. Identify examples of bartering in folktales and other literature and in historical activities that arise throughout the year. <p>3</p> <ul style="list-style-type: none"> Participate in an activity in which students are paid with packaging peanuts that must be kept in their possession. Discuss the difficulties of keeping so many peanuts and decide why paper money is more efficient.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<ul style="list-style-type: none"> Producers create goods and services; consumers make economic choices about which ones to purchase. K-Understand that people choose what to buy. 1-Begins to understand that different factors, such as income, family size, etc., influence a person's choice to buy. 2-Further develops an understanding that different factors, such as income, family size, etc., influence a person's choice to buy. 3-Understands that consumers make economic choices and producers create goods and services. The government provides goods and services (e.g., police force, fire fighters, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools and grocery stores) for profit. 	<p>Students will:</p> <p>K</p> <ul style="list-style-type: none"> Use token economy system. <p>1</p> <ul style="list-style-type: none"> Read and discuss <i>The Boxcar Children: Book One</i> and emphasize the economic decisions within. <p>2</p> <ul style="list-style-type: none"> Use current and daily life events to discuss why some people own certain things that others do not. Compare the lives of children in our own community to that of children in other communities as well as children of celebrities. Identify examples of situations in which wealthy people choose to give their wealth to the needy or to set examples with their own children (e.g., Name famous children actors whose parents put their money in savings and set up budgets and allowances to help them appreciate the value of money.) <p>3</p> <ul style="list-style-type: none"> Play board games that use the concepts of consumers and producers. <p>Students will:</p> <p>K</p> <ul style="list-style-type: none"> Study family and community. <p>1</p> <ul style="list-style-type: none"> Learn the difference between public and private goods and services such as private vs. public schools, store security vs. police officers, etc.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>K-Understand that different community services exist.</p> <p>1-Begin to discriminate between public and private goods and services.</p> <p>2-Begins to understand that taxes pay for public goods and services.</p> <p>3-Understands that taxes pay for public goods and services and private goods and services are businesses for profit.</p>	<p>1-3</p> <ul style="list-style-type: none">• Discuss prices of things they have bought and explain why they had to pay taxes on those items.• Learn that taxes are paid for particular goods and services and those goods and services are used or discussed in class (e.g., textbooks, equipment, etc.). <p>2-3</p> <ul style="list-style-type: none">• Discuss school tax levies when they arise.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
<p>1. How do you use and read maps, charts and globes?</p> <p>2. What are physical characteristics of places and regions?</p> <p>3. How do physical characteristics affect the population?</p>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> • Use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings • Visualize where things (e.g. school, neighborhoods) are located. • Recognize physical and human characteristics of places and regions • Recognize that people depend on, adapt to, or modify the environment to meet basic needs. • Recognize factors that influence human movement and settlement. 	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> • Simple maps, globes, charts, photographs and graphs can be used to find and explain locations and to display information. <p>K-Recognizes that map and globes show places. Begins to know the difference between maps and globes.</p> <p>1-Knows the difference between a map and a globe. Begins to develop an awareness of city, state, country, continent, bodies of waters and compass rose.</p> <p>2-Begins to locate city, state, country, continent, bodies of water and compass rose. Begins to recognize keys, symbols, and legends. Begins to recognize borders, boundaries, equator and poles. Uses maps and globes.</p> <p>3-Locates city, state, country, continent, bodies of water and compass rose. Recognizes keys, symbols, and legends. Uses maps and globes to locate borders, boundaries, equator and</p>	<p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> • Locate places on a map and/or globe. • Make a map of the classroom on a poster board and draw themselves at their desk/table. <p>1-3</p> <ul style="list-style-type: none"> • Watch teacher draw continents on a grapefruit, cut and flatten the grapefruit to illustrate how a globe is three-dimensional and a map is flat. • Participate in the “Flat Stanley Project” • Use containers that fit one inside the other to represent city, state, country, and continent. • Listen as the teach writes words (continent, country, state, city) one on top of the other in pyramid form on the chalkboard and point out that the biggest word is also the biggest piece of land and so on. <p>2-3</p> <ul style="list-style-type: none"> • Use the <i>Daily Oral Geography</i> book from McDougal, Littell & Company and write answers in teacher-made geography journals. <p>3</p> <ul style="list-style-type: none"> • Make a seven-continent mini-book to learn the continents. Partition an 8 ½ by 11- inch paper into 4 sections. Glue tiny pictures of four continents to the four boxes on one side of the paper and the other three continents, upside down on the other side. The eighth box that is opposite the first box on the side with 4 continents, is labeled with the title “The Seven Continents.” Cut a slit between the inner two boxes on the sheet. Fold so that you end up with a tiny booklet with only the title shown. Underneath each picture of the continent, leave space for the child to rewrite the name of the continent that is written with

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>poles.</p> <ul style="list-style-type: none"> Different factors in one location can have an impact on another location. (e.g., natural disasters, damming a river). <ul style="list-style-type: none"> K-Begins to identify natural disasters (e.g., tornado, floods etc). 1-Identifies natural disasters. 2-Begins to identify how factors in one location impact other locations. 3-Identifies how factors in one location can impact another location. 	<p>each map.</p> <ul style="list-style-type: none"> Memorize the names and locations of the fifty states and capitals for the purpose of recognizing names and locations rather than rote memorization Write to a pen pal. As responses are received, find and discuss their locations. Complete a report on a state and write it on paper shaped of the state. Cut out the states and piece them together to make a large map. <p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Discuss flooding of the Ohio River. <p>K-3</p> <ul style="list-style-type: none"> Discuss and practice tornado and fire drills. Discuss informally holidays, history, and current events when reading literature.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<ul style="list-style-type: none"> Every place is unique and can be described by its human and physical characteristics. (e.g., language, religion, housing, landforms, climates, water, geographical regions) <ul style="list-style-type: none"> K-Begins to understand that people speak different languages and live in different types of houses. 1-Understands that people speak different languages, and live in different types of houses and in different climates. 2-Begins to explain reasons for differences in languages, climates and, housing. 3-Explains reason for differences in languages, climates, and housing. Humans usually settle where there are adequate resources to meet their needs (e.g., area with water, fertile land, protected land, different modes of transportation, technology). <ul style="list-style-type: none"> K-Understand that there are various modes of transportation. 	<p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Discuss informally holidays, history, and current events when reading literature. Use <i>Felix</i> to travel to famous places around the world. <p><i>Students will:</i></p> <p>Participate in Junior Achievement Program as appropriate in all levels.</p> <p>K</p> <ul style="list-style-type: none"> Participate in a transportation unit <p>1-3</p> <ul style="list-style-type: none"> Discuss how resources influenced choice of settlement during culture studies.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>1-Begins to define resources. 2-Defines resources. 3-Explains how resources determine where humans settle.</p> <ul style="list-style-type: none">• People depend upon the physical environment for food, shelter, and clothing and adapt to or modify the environment to meet their needs. K-Identify that people need food, shelter and clothing. 1-Begins to understand that people get food, shelter and clothing from their environment. 2-Understands that people get food, shelter and clothing from their environment. 3-Explains how people adapt to or modify the environment to meet their needs.	<p><i>Students will:</i> Participate in Junior Achievement Program as appropriate in all levels.</p> <p>K-3</p> <ul style="list-style-type: none">• During current events, discuss studies of life science and geographical areas.

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
1. What are the characteristics of democracy including its fundamental principles, structure, and role of citizens?	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Recognize and understand the need for rules within the home and school setting. Understand and begin to apply rights and responsibilities in relation to the community. Begin to understand the basic purpose of government and how citizen participation can affect government. 	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> Democratic governments function according to the needs and wants of the citizens and provide for society's needs (e.g., police and fire departments, education, highways). <ul style="list-style-type: none"> K-Begins to identify community services (e.g., police and fire department, etc.) 1-Identifies community services and begins to understand their roles. 2-Begins to explain how community services fulfill the needs and wants of citizens. 3-Explains how community services fulfill the needs and wants of citizens. The purpose of a government's rules and laws (e.g., U.S. Constitution, school rules) is to establish and maintain order. <ul style="list-style-type: none"> K-Understands classroom and school rules need to be established and followed. 1-Begins to recognize the concepts of laws and the reasons they exist. 2-Recognizes the concepts of laws and the reasons they exist. 3-Explains the purpose of a government's rules and laws. 	<p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Wear community helper hats and role play Experience visits from police and fire departments including D.A.R.E. <p>1-3</p> <ul style="list-style-type: none"> Participate in D.A.R.E. Participate in Junior Achievement Participate in Learn Not to Burn Discuss community issues that may be on an election ballot Discuss reasons for landscaping and recycling services during a celebration of "Earth Day". Use current events and daily life activities as a forum to discuss why community services exist. <p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Help create and/or display charts of classroom and school rules. <p>1-3</p> <ul style="list-style-type: none"> Use current events and daily life activities to discuss the purposes of specific laws. Discuss purposes of laws during culture studies. Discuss civil rights and the Constitution as part of conflict resolution lessons and historical discussions Help develop a classroom "Bill of Rights."

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<ul style="list-style-type: none"> Rights and responsibilities of the individual are determined by specific roles within various groups, including family, peer group, classroom, school, community, state, and country. <ul style="list-style-type: none"> K-Understands that there are rights and responsibilities within the family, classroom and the school. 1-Understands that there are rights and responsibilities within the family, classroom, school and community. 2-Understand that there are rights and responsibilities within the family, classroom, school, community, and state. 3-Understands that there are rights and responsibilities within the family, peer group, classroom, school, community, state, and country. In order for a democratic form of government to function, citizens must play an active and responsible role (e.g., participating in election process, obeying the law). <ul style="list-style-type: none"> K-Begins to understand the concept of elections. 1-Continues to develop an understanding of the concepts of elections. 2-Begins to understand that 	<p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Perform classroom jobs/duties. Discuss school rules and consequences. Discuss the district discipline policy. Help create classroom rules. Discuss community and state laws as they apply to the students and as they come up in informal discussions (ie. Crossing at the crosswalks, driving and voting at certain ages, recycling, etc.) <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Discuss current elections Participate in mock elections Vote to make choices (ie. naming the class pet, selecting a reward video, selecting a team name, etc.).

Course/Grade: **Primary K-3** Unit: **Government and Civics**

Suggested Length: **N/A**

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		citizens have a responsibility to participate in their government. 3- Understands that citizens have a responsibility to participate in their government.	

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
<p>1. How do past events effect current situations?</p>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Distinguish among past, present, and future, and describe change over time Understand how and why (cause and effect) events occurred in the community, state, or nation Differentiate among fact, fiction, and opinion in relating historical events. Describe and illustrate historical concepts or events through symbols, slogans, songs, poems, and passages. Understand simple historical time lines and use primary and secondary sources and artifacts to examine the past. 	<p><i>Core Content:</i></p> <ul style="list-style-type: none"> Accounts of historical events are influenced by the perceptions of people and passing of time. <ul style="list-style-type: none"> K- Begins to understand the concept of yesterday, today and tomorrow. 1- Understands the concept of yesterday, today and tomorrow, and begins to understand the concept of past, present and future. 2- Describes past and present events. 3- Describes past and present events and predicts future events. History can be understood by using a variety of primary and secondary sources and tools (e.g. artifacts, diaries, time lines). <ul style="list-style-type: none"> K- Begins to understand that history can be learned by using a variety of media and artifacts. 1- Continues to understand that history can be learned by using a variety of media and artifacts. 2- Uses a variety of media and artifacts to understand history. 3- Begins to understand that 	<p><i>Students will:</i> Read <i>Scholastic News</i> and <i>Time for Kids</i> as appropriate</p> <p><i>Students will:</i> K-3</p> <ul style="list-style-type: none"> Discuss events during daily calendar time 1 Identify labels on “Calendar Math Day Bears” – Yesterday/Past, Today/Present, Tomorrow/Future 1-3 Talk about events using specific terms (e.g., yesterday, last night, last week, etc.) Discuss how things in the past may have influenced what they are doing today <p>Respond to Journal Prompts 2-3</p> <ul style="list-style-type: none"> “Today in History”-- On the (day) of (month) in the (year) the (particular event) happened at (location). <p><i>Students will:</i> K</p> <ul style="list-style-type: none"> Study dinosaurs using fossils in rocks 1-3 Visit Natural History Museum Research famous people and/or events using a variety of resources

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>tools and resources are considered primary and secondary sources and continues to use them to understand history.</p> <ul style="list-style-type: none"> Historical events are caused by a variety of factors. <ul style="list-style-type: none"> K-Develops an awareness that events occur for a reason. 1-Begins to explain cause and effect as related to past events. 2-Begins to explain causes of historical events. 3-Begins to explain causes and effects of historical events. Cultures, both in Kentucky and the United States, had similarities (e.g. gender roles, family organization, religion, values) and differences (e.g. language, shelter, tools, foods, and clothing). <ul style="list-style-type: none"> K-Family and Community 1-Colonial America 2-African Americans 3-Native Americans 	<p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Use informal conversations, discussions of current events, studies of holidays, and reading of non-fiction and historical fiction to help students look at the reasons events occurred. Use circle lap-sit activity to lead discussion related to how one event causes another to occur. <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> During culture studies and informal discussions, students will compare and contrast cultures. Compare and contrast cultures through a study of "Holidays Around the World" <p>K</p> <ul style="list-style-type: none"> Listen to community workers discuss their occupations. Participate in community field trips (ie. Airport, fire department, police station, etc.)

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<ul style="list-style-type: none"> The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations/inventions, homes, transportation, recreation, traditions, education, technology). <ul style="list-style-type: none"> K-Begins to understand the concept of progress through homes and transportation. 1-Begins to understand the concept of progress through homes, transportation and inventions. 2-Understands the effect of progress on daily life through homes, transportation, inventions, traditions and communication. 3-Understands the effect of progress on daily life through homes, transportation, inventions, traditions, communication, recreation and education. Historical events can be described using fact, fiction and opinion. <ul style="list-style-type: none"> K-Begins to differentiate between real and make believe. 1-Begins to differentiate between fact, opinion and 	<p><i>Students will:</i></p> <p>K</p> <ul style="list-style-type: none"> Study changes in transportation <p>1-3</p> <ul style="list-style-type: none"> Conduct parent/grandparent surveys Participate in informal discussions <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Read and use of a variety of literature including historical fiction, legends, and fantasy. Make a chart of facts and opinions about a studied topic. Respond to a writing prompt by giving opinions

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>fiction.</p> <p>2-Begins to differentiate between fact, opinion and fiction and how it relates to historical events.</p> <p>3-Differentiates between fact, opinion and fiction and how it relates to historical events.</p> <ul style="list-style-type: none"> Symbols (e.g., state and national flags), slogans, monuments/buildings, songs, poems (e.g. the Pledge of Allegiance), and selected readings are used to describe or illustrate important ideas and events in history. <p>K-Recognizes the Pledge, American Flag, and related songs.</p> <p>1-Understands the symbolism of the flag and demonstrates respect for the American Flag.</p> <p>2-Begins to explain how symbols, slogans, songs, poems and passages relate to historical events.</p> <p>3-Continues to explain how symbols, slogans, songs, poems, and passages relate to historical events.</p>	<p>about a given topic.</p> <ul style="list-style-type: none"> Discuss facts and opinions about current events or historical topics. <p><i>Students will:</i></p> <p>K-3</p> <ul style="list-style-type: none"> Recite “Pledge of Allegiance” daily. Create individual flags <p>1</p> <ul style="list-style-type: none"> Discuss original flag by Betsy Ross using book <i>Betsy Ross</i> by Alexandra Wallner or other books of choice. <p>2-3</p> <ul style="list-style-type: none"> Discuss the purpose and history of the pledge. Share songs and poems when discussing specific historical events and holidays. Create their own symbols, slogans, songs, or poems when studying a specific topic. Discuss symbols associated with holidays and current events.

Course/Grade: **Primary K-3** Unit: **Historical Perspective**

Suggested Length: **N/A**

Essential Questions	Connections to Program of Studies	Core Content	Suggested Activities
		<p>All primary teachers should use the following topics to satisfy the content of the historical perspective strand.</p> <ul style="list-style-type: none">• Labor Day• Johnny Appleseed Day• Columbus Day• Veteran's Day• Thanksgiving• December Holidays• Martin L. King Day• President's Day• Memorial Day• Current Events	

First Grade Colonial America

Use book Colonial America Cooperative Learning Activities by Mary Strohl and Susan Schneck from Scholastic.

Do activities such as:

1. Discuss reason people traveled to America.
2. Discuss working on the ship and create a paper ship.
3. Discuss and show types of tools and necessary items for homes.
4. Play game with Resource Co-Op cards.
5. Make foods and crafts.
6. Make up short skits using Script Starters and puppet patterns.
7. Make hornbooks and use as Colonial children did.
8. Play game with Colonial Occupations Co-Op cards to match tools, products, and occupations.
9. Build a paper plantation using pictures of buildings.
10. Learn children's games and songs.
11. Learn about a map of the colonies by putting together a map puzzle.
12. Have a quilt maker visit and discuss quilt making.
13. Make a time line of events
14. Read the book: The Thirteen Colonies.
15. Use book Colonial American, Kids America, Colonial Life in America, Early Schools, The Kitchen, Early Settler Children to show maps, Jamestown, colonial homes, food, games, etc.
16. String apple slices and hang from the ceiling to dry.
17. Plant herbs and observe growth and development to simulate importance of planting and growing crops.
18. Keep an ongoing vocabulary list.
19. Make nut ink and quill pens.
20. Do a book project in which children make and dress a paper doll like a colonial person would look.
21. Have students present all of their work in centers. Invite other classes to walk by each activity to see the results of their work. This can be called "Apprentice Day." Show candle making, dying fabric, samplers, tin lanterns, soap making, cooking, or anything that goes with projects that have been done.
22. Read If I Lived in Colonial America
23. Read A New Coat for Anna
24. Make Colonial America flag
25. Read the series of American Girl books about Felicity.
26. Make bread.
27. Make stencils.

Resources

Refer to Copycat Magazine Nov./Dec. 1986 and Oct. 1992 for more Colonial America information
An Educational Coloring Book of the Colonies from Spizzirri Publishing, Inc.
Colonial America from Kids Discover Magazine
Colonial American Activity Book from Edupress
Mailbox Magazine Primary - Oct/Nov. 1995

African Americans

Activities

1. Refer to The Primary Mailbox Dec./Jan. 1993-1994 for activities about Africa and Kwanzaa.
2. Study African Folktales using Copycat Jan./Feb. 1995.
3. See page 17-23 in December magazine from The Mailbox - grades 1-3.
4. Read the American Girls series of books about Addy.
5. Do retellings of an African American story or folktale
6. Use a biography as an introduction to the study of biographies. Help students make a time line of events in that person's life. (This is a little difficult for second graders so it may be best as an introduction to time lines as a way of studying history.) Introduce Living Pictures and a Living Picture Rubric. (A Living Picture involves drawing a picture of a person on a large piece of paper or a piece of poster board. Do not draw a face. Cut out the face area so that a child can put his/her face through the hole when standing behind the picture.) Come up with information that the child should find when studying the famous person. Make a rubric. Suggested topics include the following: name of person, date and place of birth, facts about childhood, facts about young adulthood, facts about older adulthood, inspiration, standout events (at least 3), why he, or she is famous, and when did he, or she die, or how old is he/she now. Students research the necessary information and fill out a sheet. Students practice presenting the famous person by taking on the role of that person by standing behind the picture. Present to the class.
7. Do a study of a famous person, in pairs, using a sheet of required biographical information. This is in preparation for doing the above Living Picture activity above.
8. Make a Mankala game out of egg cartons.
9. Tie dye white tee-shirts.
10. Make beaded jewelry. Use pasta, rubbing alcohol, food coloring, plastic bags, wire (twine, elastic thread, etc.). Mix 1/2 t. alcohol and several drops of food coloring in bag. Add macaroni and shake. Lay on a newspaper to dry. String and tie.
11. Make masks out of 12x18 brown or black construction paper, scraps, lightweight decorative materials (feathers, raffia). Cut 1 1/2 slits at four corners of ovalish face shape. Overlap slits and glue.
12. Do basket weaving.
13. Make soap sculptures.
14. Make Kente Cloth out of paper. Use yellow, white, blue, black, red, and green crayons, markers, etc. Make black designs, in strips, down a page to imitate weaving patterns. Color in between lines of the design.
15. Read Sweet Clara and the Freedom Quilt by Deborah Hopkinson and make a map as described on the inside of the back cover.
16. Do a Venn Diagram of a real Railroad and the Underground Railroad.

Literature

1. What Color Am I? By Loyal Nye
2. Oh Lord, I Wish I Was A Buzzard
3. Working Cotton
4. Rosa Parks
5. Jesse Owens
6. The Story of Ruby Bridges - Also a tv movie - in 1999
7. Barefoot - Escape on the Underground Railroad
8. Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold
9. Learning to Swim in Swaziland
10. Shadow
11. Tales from Misoso
12. Folktales and Fairy Tales of Africa
13. Sweet Clara and the Freedom Quilt by Deborah Hopkinson
14. Anancy and Mr. Dry-Bone

15. Harlem
16. Down By the River
17. Follow the Drinking Gourd - by Jeanette Winter
18. Pass It On - African American Poetry for Children - selected by Wade Hudson
19. Ashanti to Zulu: African Traditions by Margaret Musgrove
20. Jumbo Means Hello - Swahili Alphabet Book by Muriel Feelings
21. Bringing the Rain to Kapiti Plain by Verna Aardema
22. Why Mosquitos Buzz in People's Ears by Verna Aardema
23. Moja Means One - Swahili Counting Book - by Muriel Feelings
24. Anansi the Spider: A Tale from the Ashanti - Adapted by Gerald McDermott
25. Abiyoyo by Pete Seeger
26. The Wagon by Tony Johnston
27. Tops and Bottoms Adapted by Janet Stevens
28. When Birds Could Talk and Bats Could Sing by Virginia Hamilton
17. The Patchwork Quilt by Valerie Flourney
18. One-Minute Stories of Great Americans by Shari Lewis

Resources

1. Selma, Lord Selma - a tv movie in 1999
2. African American Story Books & Activities for all Children by Patricia Buerke Moll, M.A. ages 1-7
3. African - American Alphabet by Gerald Hausman and Kelvin Rodriques
4. African Americans Who Were First by Joan Potter and Constance Claytor
5. A History of the African American People - The History, Traditions & Culture of African Americans - Consultant Editors: James Oliver Horton & Lois E. Horton
6. African Activity Book - Arts, Crafts, Historical Aids - by Robyn Hamilton - from Edupress
7. Take A Walk in Their Shoes - Biography of 14 African American Skits by Glennette Tilley Turner
8. Famous African Americans Grades 3-4 from Steck-Vaughn
9. Copycat Magazine Jan./Feb. 1995
10. Tell a Tale African American Folktales - video from Educational TV
11. John Henry - video
12. Family Fun Magazine February 2000 - "Celebrate African American History Month" p.91-93
13. Teaching K-8 - www.TeachingK-8.com "Black History Month: Things to Do"
14. Famous Black Americans Grades 2-3 from Frank Schaffer
15. Field Trip - African-American Heritage Museum at the Northern Kentucky Community Center

3rd Grade Native Americans

1. Split groups, or classes, into Woodlands, Plains, and Pacific Northwest Native Americans.
2. Do some whole class overview (background building) lessons.
3. Put students into smaller groups to gather information, prepare materials, and organize 10-minute presentations. These groups include tools and weapons, shelter, arts, crafts and clothing, foods (including hunting and food gathering), religious beliefs and customs, and tribes.
4. During the presentations, students give information and usually have a task (a crossword puzzle, quiz, game, craft, etc.) for their listeners to complete.
5. Once the presentation are prepared, each class, or group, presents to the other classes, or groups, through learning centers. They rotate around the room until each group has heard each presentation.
6. Read The Legend of Indian Paintbrush by Tomie de Paola. Students make original Indian paintings using brown paper, from grocery bags, torn around the edges to represent the skins of animals. Paint scenes showing lives of Indians long ago and use Indian symbols from the book.
7. Write stories using symbols in place of words.

Native American Resources and Literature

North American Indians by Andrew Haslam

Meet the North American Indians by Elizabeth Payne

The First Americans: Tribes of North America by Jane Werner Watson

If You Lived with the Sioux Indians by Ann McGovern

The Apache by Patricia McKissack

Indian Chiefs by Russell Freedman

Buffalo Hunt by Russell Freedman

The Moon of Falling Leaves: The Great Buffalo Hunt

Cities in the Sand: The Ancient Civilizations of the Southwest by Scott Warren

The Gift of the Sacred Dog by Paul Goble

The Cornhusk Doll by Evelyn Minshull

Annie and the Old One by Miska Miles

Lone Bull's Horse Raid by Paul Goble

Native Americans Thematic Unit - Primary - from Teacher Created Materials

Native Americans Thematic Unit - Intermediate - from Teacher Created Materials

Native Americans - Village Life/Daily Activities/Arts & Crafts by Dr. Ray Broekel and Helen S. Hansen

From Hayes School Publishing Co., Inc.

Native American Tales and Activities from Teacher Created Materials, Inc.

Native Americans Customs, Costumes, Legend, and Lore by Gina Capaldi - from Good Apple

Native Americans Cooperative Learning Activities by Mary Strohl and Susan Schneck - from Scholastic

Native American Activity Book Art, Crafts, Cooking, Games, Historical Aids - from Edupress

Native American Art Projects by Susan Major-Tingey from Scholastic

North American Indians Integrated Activities for Whole Language and Thematic Teaching from Creative Teaching Press - Grades 2-3